

Childminder report

Inspection date: 7 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children make good progress in accordance with what they already know and can do. The childminder builds close bonds with the children and they develop a strong sense of emotional well-being. They are confident and inquisitive. Children make decisions about their play as they choose from the very good variety of toys and activities that are easily accessible to them. The childminder stores some of these indoors and some in a covered outdoor area at the rear of her home. Older children choose to play with small construction bricks. They make models that link to their interests, for example saying that they have created the moon and an 'alien rocket'. Children behave well and play together cooperatively. They confidently express their views, such as asking their friends to be quiet while they are concentrating. Children choose from a good variety of role-play resources. They ask the childminder if they can play with the baby dolls and pushchairs that they know are stored in the covered outdoor area and so can be played with outdoors or indoors. Parents share positive views about the childminder's provision. They say that their children are making good progress, specifically commenting on writing and counting. Parents appreciate that the childminder is always willing to help them.

What does the early years setting do well and what does it need to do better?

- The childminder effectively monitors children's progress, and planning for individual learning ensures that all children make good progress. She supports children well so that they acquire skills and a capacity to learn. Children are prepared well for the move on to school.
- The childminder reflects on her practice and keeps her early years knowledge current, for example through training and proactive research. She obtains information through reading early years publications, including ones that give her new ideas for creative activities.
- Children feel safe and emotionally secure in the childminder's care. Relationships between the childminder and children are exceptionally good. Before care begins, she agrees a settling-in procedure with parents in accordance with their child's needs. This helps to ensure each child's emotional security. The childminder is consistent in her management of behaviour. She praises children for their efforts, achievements and positive behaviour, such as being helpful. This helps to boost their self-confidence.
- Children confidently engage in conversation with the childminder and express themselves well. The childminder adopts effective teaching strategies to help children with pronunciation of some words. She supports children's thinking skills, for example through asking open-ended questions and giving children time to respond.
- The childminder encourages children to develop independence with regard to

managing their own hygiene and personal needs. She helps them to understand potential dangers and how to keep themselves safe. For example, older children understand why they practise the fire drill and know that they must 'stop, look and listen' before crossing the road.

- Children use their good problem-solving and handling skills to successfully complete large floor jigsaw puzzles. The childminder encourages them to copy the pictures on the boxes. They understand when she offers some guidance, such as first of all collecting the pieces that have one and/or two straight edges.
- Children are learning the link between letters and sounds. They recognise their names in print. Their pencil control is good, and they draw detail in their pictures. The childminder labels her toy boxes; however, the print does not fully support children's emerging reading skills. Children describe objects by colour. They count and use mathematical language while they play. They compare quantities, but the childminder does not always make the most of opportunities to support them in using numbers as labels for the amount that they count.
- The childminder engages parents in their children's development and learning in her setting and at home. She helps parents share what they know about their children and keeps parents informed about their children's achievements and progress. The childminder seeks the views of parents about the provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to keep her child protection knowledge up to date. She is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. The childminder is aware of the duty to prevent children being drawn into situations that put them at risk. The childminder makes sure that her house and garden are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. She identifies and successfully minimises potential risks in her home.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- extend practice for supporting children's learning about print carrying meaning
- make the most of opportunities for children to select the correct numeral to represent the objects they count.

Setting details

Unique reference number	261026
Local authority	Solihull
Inspection number	10071922
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	17 September 2015

Information about this early years setting

The childminder registered in 2001 and lives in Chelmsley Wood, Birmingham. She operates from 6.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Jan Burnet

Inspection activities

- The inspector observed activities while children played in the indoor and outdoor play areas.
- The inspector spoke to the childminder and children at appropriate times through the inspection.
- The inspector discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's qualifications and training and checked evidence of the suitability of adults living in the household.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector took account of parents' views about the provision.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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